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ABSTRACT

This report itemizes the Austin (Texas) Independent School District's (AISD) expenditures of federal funds for 1988-89 that were designed to supplement the school district's efforts directed at drug and alcohol abuse education and prevention. Some funding was used to determine the extent of the drug problem in the district, what curriculum and material changes were needed for each program, and if the funded programs were effective. The following programs received major funding: (1) Student Assistance Program (SAP); (2) Drug Abuse Resistance Education (DARE); (3) Peer Assistance and Leadership (PAL); and (4) Prevention and Remediation in Drug Education (PRIDE). Each program and the allocation of funds within it are discussed. The effectiveness of each program and the overall projects, counselor training, and summer activities are discussed, using data reported from student and teacher questionnaire responses. Two references and 22 figures are included. (JS)

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Taking Steps towards Drug-Free Schools in AISD

1988-89

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TAKING STEPS TOWARD DRUG-FREE SCHOOLS IN AISD 1988-89 EXECUTIVE SUMMARY

AUTHORS: Roxane Smyer, Nancy Baenen

Program Description

AISD receives monies to combat drug and alcohol abuse on its campuses through the "Drug-Free Schools and Communities" (DFSC) Act of 1986. AISD received $167,555 for the 1988-89 school year, an additional $58,926 was carried over from last year. Major ways funds were used included:

- Student Assistance Program (SAP), is a program providing intervention and support to students who are judged to be "at risk" for drug and alcohol abuse or other serious adjustment problems.
- AISD, in conjunction with the Austin Police Department, provides Drug Abuse Resistance Education (DARE) a 17-week drug and alcohol education program for fifth graders.
- Elementary/secondary education (materials/curriculum), receive funds used primarily for materials and training.
- Peer Assistance and Leadership (PAL), students in grades eight, eleven and twelve are selected to participate in PAL. They are trained to assist younger students with academic and personal problems, such as drug and alcohol abuse.
- Prevention and Remediation in Drug Education (PRIDE) it is both a local campus program and the core of District efforts. At the campus level each school plans and implements its own drug and alcohol abuse education program.

Major Findings

1. Reported alcohol use is greater than drug use in AISD high schools, but drug use is more likely to lead to discipline referrals. Sixty percent of students surveyed indicated that they knew ten or more other students who used alcohol at least once a week, compared to 34% for drug use. Drugs are also perceived, on districtwide surveys, as a bigger problem.
2. In the opinion of 65% of students and 59% of teachers, AISD efforts have been effective in fighting drug and alcohol abuse. Thus, while some view efforts as effective, there appears to be room for improvement in the eyes of student and teacher groups.
3. DARE completed planned activities by providing a 17-week curriculum about drug and alcohol abuse to all AISD fifth graders. Classes were taught by uniformed Austin police officers.
4. In 1988-89, 297 PAL students provided peer counseling and tutoring to 1,184 counselees in 11 elementary schools, 12 middle/junior high schools, and 10 high schools. On the districtwide surveys in 1988-89, 94% of students, 68% of administrators, 45% of secondary teachers, and 22% of elementary teachers agreed that PAL was an effective way to help students avoid problems with drugs and alcohol.
5. Elementary PRIDE tubs were requested by 224 AISD teachers. Usage of secondary PRIDE tubs was limited; only three were requested in the 1988-89 school year. A better method of informing teachers of their availability needs to be implemented at the secondary level. Plans are to incorporate tubs into the new TEA curriculum at both elementary and secondary.
6. PRIDE activities, campus-controlled activities relating to education about and prevention of drug and alcohol abuse, were reported by 93% of AISD schools.
7. Staff reports SAP was not implemented as fully as last year because of staff burnout problems. In 1988-89, six schools were trained. Two workshops dealing with SAP were also held. Model programs are planned for next year through two new grants.

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DRUG-FREE SCHOOLS
FINAL REPORT
INTRODUCTION

AISD receives federal funds (through the Texas Education Agency) under the terms of the "Drug-Free Schools and Communities (DFSC) Act of 1986" (P.L. 99-570). Funds are designed to supplement District efforts directed at drug and alcohol abuse education and prevention. AISD was awarded $167,555 in 1988-89 and carried over $58,926 from last year's budget. This is the second year that AISD has received monies from the DFSC grant.

AISD utilized Drug-Free Schools funds in a variety of ways this year, including curriculum materials, training, classroom instruction, and support groups. Final allocations as amended and approved by TEA on July 28 were as follows for the 1988-89 school year ($167,555):

- The Office of Student Support Services Student Assistance Program (SAP), Prevention and Remediation in Drug Education (PRIDE), Counselor Training, and Support Groups ($58,706)
- Drug Abuse Resistance Education (DARE) ($23,312)
- Secondary Education (materials/curriculum) ($21,010)
- Peer Assistance and Leadership (PAL) ($15,064)
- Elementary Education (materials/curriculum) ($14,138)

Additional allocations were for evaluation ($17,154), administration ($11,276), indirect costs ($2,871), private schools ($2,063), and management ($1,961).

The $58,926 carried over from last year was allocated in this manner:

- Elementary Education (materials/curriculum) ($35,250)
- DARE ($10,910)
- Secondary Education (materials/curriculum) ($ 7,000)
- SAP ($ 2,685)
- PAL ($ 1,671)
- Management ($ 1,140)

This report will provide information on program implementation and effectiveness related to materials and curriculum (elementary and secondary), PRIDE, DARE, SAP, PAL, counselor training and summer activities.

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DRUG AND ALCOHOL USE IN AISD

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Rank as a Problem

AISD students, parents, and staff were asked what they believed were the biggest problems facing AISD in districtwide surveys in 1988-89. Use of drugs and drinking/alcoholism were two of the sixteen choices. Figure 1 illustrates how each group ranked these choices.

FIGURE 1

TEACHER, PARENT, AND STUDENT RESPONSES TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?

Problem	Elementary Teachers (N=103) Rank	%	Secondary Teachers (N=93) Rank	%	Secondary Parents (N=435) Rank	%	Secondary Students (N=2,655) Rank	%
Use of Drugs	12	5	4	40	1	51	2	30
Drinking/ Alcoholism	13	5	11	17	11	29	4	21

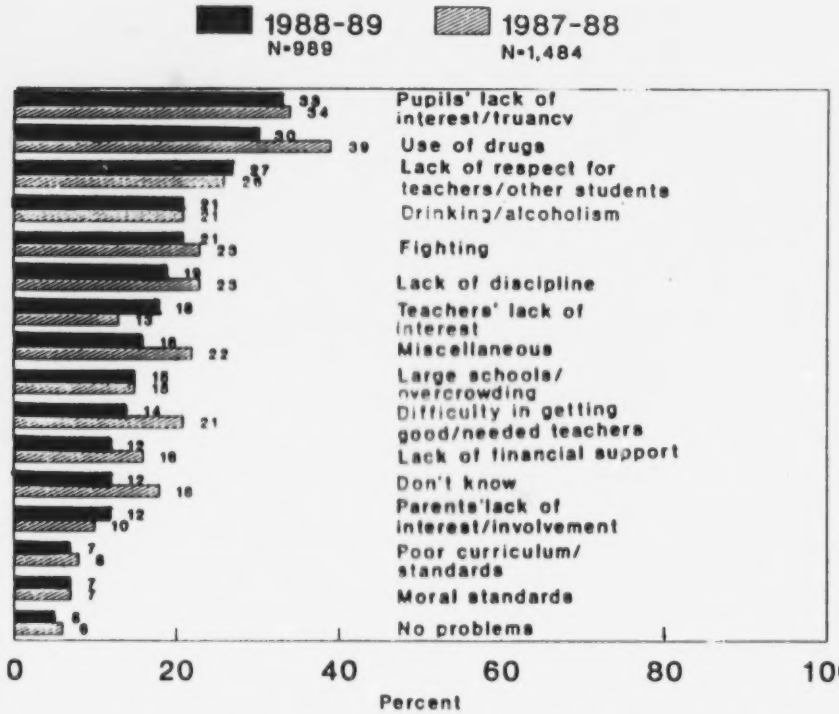
% = Percent selecting drugs and drinking as "big problems."

- Use of drugs ranked highest as a problem among secondary parents (who ranked it 1) and high school students (who ranked it 2). More secondary than elementary teachers saw use of drugs as a big problem (4th as opposed to 12th).
- Drinking/alcoholism was seen as a big problem by smaller percentages of all groups surveyed. It ranked 4th among high school students, 11th and 13th among parents and staff. Elementary and secondary teachers saw alcohol use fairly similarly, with ranks of 13 and 11 respectively.
- AISD results matched the 1988-89 national Gallup Poll of elementary and secondary teachers fairly closely; of 27 choices, use of drugs and alcoholism ranked 7th and 23rd respectively (Elam, 1989).

High school students were asked this same question in 1987-88. Figure 2 illustrates their choices this year and last.

FIGURE 2

A COMPARISON OF HIGH SCHOOL STUDENT RESPONSES TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?



NOTE: More than one choice was permitted; percentages therefore sum to more than 100.

This year "use of drugs" was rated the second biggest problem. In last year's survey this was the number one problem. The percentage selecting this as a big problem dropped from 39% in 1987 to 30% in 1988. "Drinking/alcoholism" rose from the seventh biggest problem to fourth. The percentage selecting this option remained the same, 21%.

Level of Use

High school students were also asked if they knew 10 or more students who use illegal drugs or alcohol at least once a week. In terms of alcohol use:

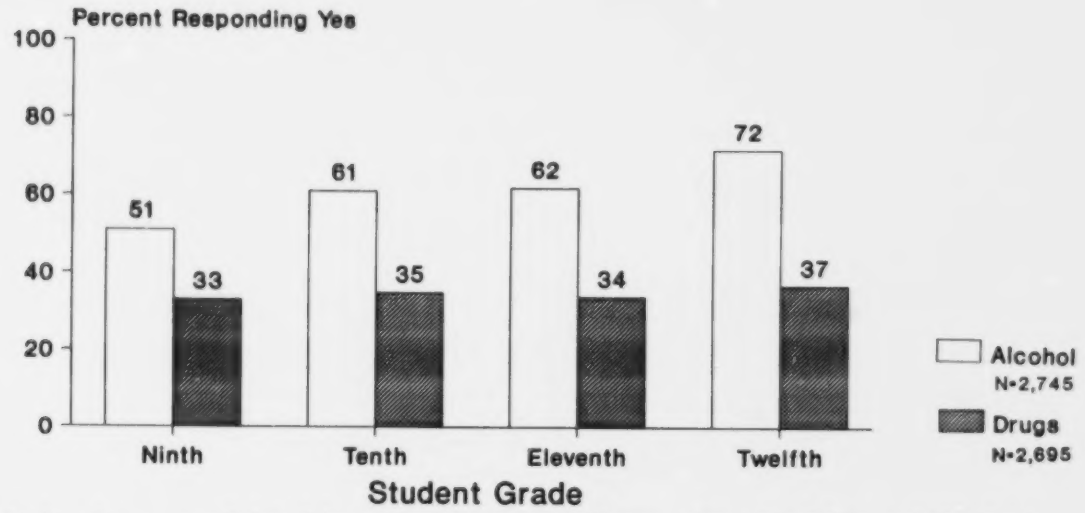
- Six out of 10 students surveyed (60%) indicated that they knew 10 or more students who used alcohol at least once a week.
- Use appeared to increase with grade; half of the freshman (51%) agreed they knew of other students who used alcohol while three fourths (72%) of the seniors did.

In terms of drug use:

- About one third (34%) of students surveyed indicated they knew 10 or more students who used illegal drugs at least once a week.
- This did not increase with grade, but ranged from 33-37% at each grade 9-12. (See Figure 3.)

FIGURE 3

STUDENT RESPONSES TO: I KNOW 10 OR MORE STUDENTS WHO USE ILLEGAL DRUGS/DRINK ALCOHOL AT LEAST ONCE A WEEK*



* This is a combination of two questions one dealing with drug use, the other with alcohol use.

In 1988, the Texas Commission on Alcohol and Drug Abuse conducted a survey of alcohol and drug usage among secondary students (Fredlund, Spence, and Maxwell, 1989). A multi-stage probability sample of 7,500 students statewide was selected to be surveyed. Of these:

- 76% reported having used alcohol,
- 32% reported having used marijuana,
- 23% reported having used inhalants,
- 17% reported having used uppers, and
- 7% reported having used cocaine.

AISD rates are not directly comparable because the questions were stated differently. However, patterns of response in terms of alcohol and drug use appear similar.

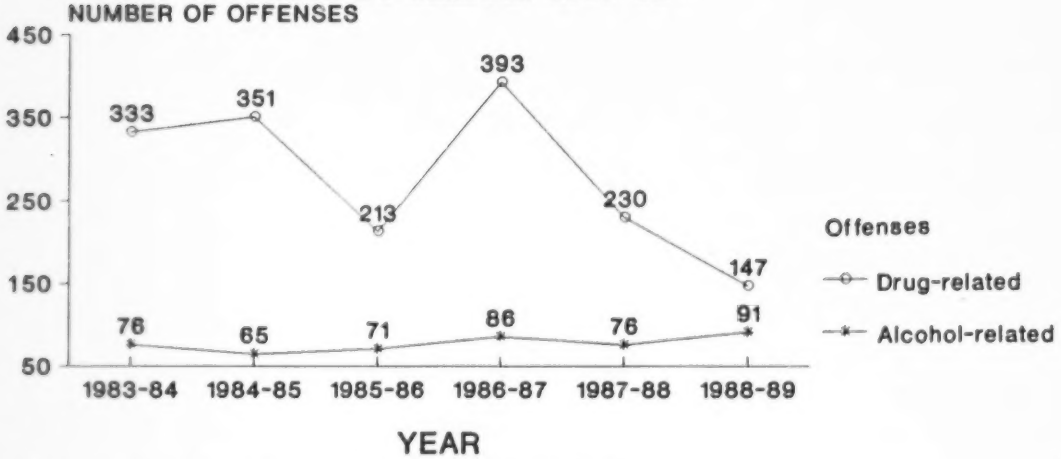
Discipline Offense Rates

The rate of discipline referrals for drug and alcohol use in AISD since 1983 is shown in Figure 4.

- More students received discipline referrals for drug use than for alcohol use.
- Referrals for drug use are down from last year while alcohol referrals increased.
- Combined rates are the lowest since 1983.

FIGURE 4

AISD INCIDENCE OF DRUG AND ALCOHOL OFFENSES 1983-84 THROUGH 1987-88*



* Data from annual AISD discipline reports

Discipline-related drug incidents are at an all-time low in the comparison years and alcohol incidents are at an all-time high. Many factors may have contributed to the lower overall rate of drug- and alcohol-related discipline offenses. AISD tried to counsel those with abuse problems instead of punishing them. Grant-funded drug-free school activities may have been another factor.

Offense rates are interesting to compare to survey responses. Alcohol use appears to be more prevalent than drug use, but less likely to be seen as a big problem and to lead to discipline offenses. These disparities in reported knowledge, incidents, and seriousness as a problem may be because drugs are considered more dangerous or less acceptable than alcohol.

In addition, in both respondents' choices of problems and discipline referral rates, drugs decreased in importance this year while alcohol increased. It will be interesting to see if these patterns continue.

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CURRICULUM AND MATERIALS

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SUMMARY OF FINDINGS

1. Elementary PRIDE tubs were used fairly often; there were 224 requests in 1988-89. Usage of secondary PRIDE tubs was very low; three tubs were requested in 1988-89. Secondary tubs might be utilized more fully if use was built into curriculum and/or their availability was advertised more effectively.

2. Teachers who used the tubs found them informative and fun for students.

WHAT MATERIALS AND CURRICULUM DOES THE DISTRICT USE?

The elementary and secondary health curriculum includes units on drug and alcohol abuse. Supplemental drug-free materials used by the District and purchased through DFSC funds are included in the PRIDE tubs. (The materials come packed in plastic tubs that give them their name.) The curriculum used is "Here's Looking at You, Two." It gives information about drugs and alcohol and teaches decision-making skills, stress management, and self-esteem enhancement. The National Institute on Alcohol and Alcohol Abuse has named the program a national model. The PRIDE tubs are available for both secondary and elementary levels.

Besides the PRIDE tub, McGruff is used at the elementary level. McGruff is a crime fighting dog nationally known for teaching children about crime, safety, drugs, and alcohol. Implementation of the program is organized at the campus level.

WHAT MATERIALS WERE PURCHASED THROUGH THE DRUG-FREE SCHOOLS PROGRAM?

Secondary Education purchased seven conversion kits for grades 7-12. These kits are to update the PRIDE tubs by providing recent statistics and assuring that all information in the tub is current.

Elementary Education purchased replacement items missing from the PRIDE tubs. Puppets to be used in drug-free plays and presentations were also purchased.

HOW WERE THESE MATERIALS DISTRIBUTED? HOW OFTEN WERE THEY USED?

Secondary and elementary tubs were housed in a central location. Teachers requested them and the tubs were delivered to classrooms. When teachers finished with the tubs, they were collected and inventoried. For purposes of the evaluation, six AISD teachers who had used the tubs were selected to be interviewed--two each from grades three, five, and six. The fifth grade teachers also had a DARE classroom in spring, 1989. Five of those selected agreed to be interviewed. These teachers felt the distribution method was adequate.

Elementary tubs were used fairly often. A total of 224 elementary teachers ordered tubs in the 1988-89 school year. Secondary tubs, however, received almost no usage. Only three orders were received in the 1988-89 school year. The two secondary teachers interviewed who had used the tub indicated that most teachers were probably unaware of its availability. Publicity needs to be developed to alert teachers. A flier or inservice would be two possible options. Plans are to incorporate both elementary and secondary tubs into the new TEA curriculum. Elementary tubs will be required through grade five, or six if the class is in an elementary school. Secondary tubs will be optional material.

Classroom teachers used the tub at their discretion, selecting those activities that they felt their students would enjoy the most. Time spent using the tub varied from one week to one semester for those interviewed. Teachers also decided how often to include the tub in their lesson plans.

All teachers interviewed indicated that the tub was useful. Four noted that it actively involved their students. The tub activities were fun while giving the children information on drug- and alcohol-related topics. Three teachers also said that the tub combined well with units in their health books.

WAS ADEQUATE TRAINING PROVIDED FOR TEACHERS TO USE THE TUB?

Each tub comes with an instruction manual for the teacher. This manual includes directions on each activity and suggestions for alternative activities and general drug and alcohol information. All teachers interviewed indicated that the manuals provided adequate training. Four of the five believe inservice or a video demonstrating how to use the materials would have helped them understand and use the materials more fully.

WHAT OTHER DRUG- AND ALCOHOL-RELATED MATERIALS ARE AVAILABLE?

The District has in the past provided each campus with $250 to be spent on nonconsumable, drug- and alcohol-related materials. This year Secondary Education administered a secondary survey to schools to find out which materials were found valuable. A list

of recommended materials was prepared. It was compiled as a resource to help the schools in selecting materials.

Next year there will be a centralized fund for purchase of non-consumable drug- and alcohol-related materials. These materials will be purchased by the District and will be available for each campus to use.

Teacher Opinion on Usefulness

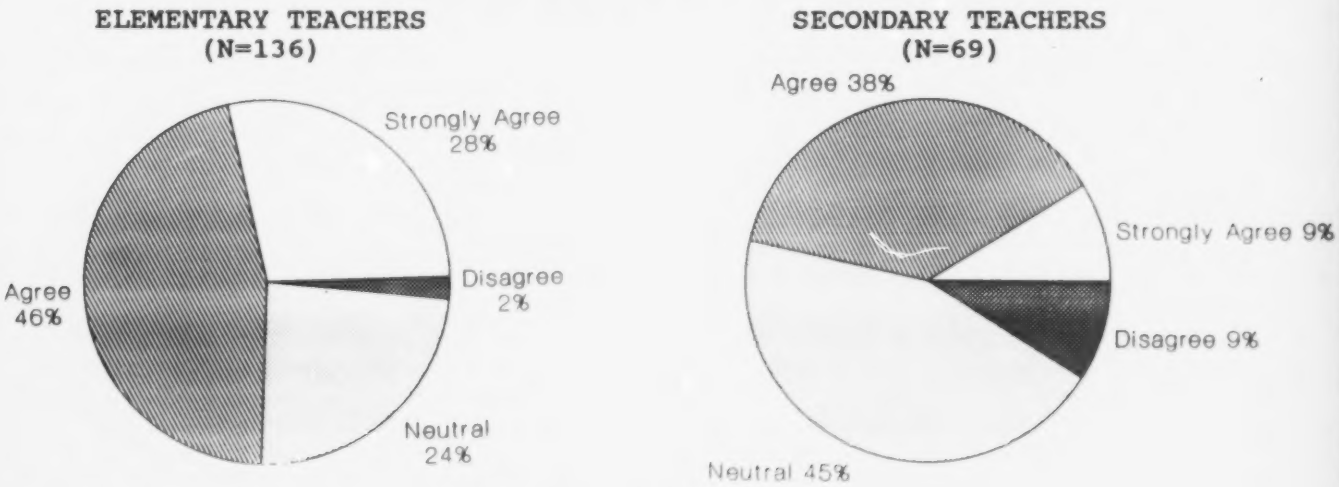
Teachers on the districtwide surveys were asked to indicate how useful they found the drug- and alcohol-related materials provided at their campuses.

- Overall, 64% of those teachers surveyed who had used the materials agreed or strongly agreed that the materials were useful.
- Elementary teachers who had used the materials were more supportive than secondary teachers. Almost three fourths (74%) agreed or strongly agreed that the materials were useful compared to 47% of secondary teachers.

A complete breakdown of responses of teachers who had used the materials available is found in Figure 5.

FIGURE 5

ELEMENTARY AND SECONDARY TEACHER RESPONSES TO: THE EDUCATIONAL MATERIALS RELATED TO DRUG ABUSE PREVENTION PROVIDED THROUGH MY CAMPUS ARE USEFUL.



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PREVENTION AND REMEDIATION IN DRUG EDUCATION

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SUMMARY OF FINDINGS

1. PRIDE activities at the campus level were reported by 93 AISD schools. Parents were involved in PRIDE activities at 81% of these schools.

2. On a districtwide survey, 61% of teachers strongly agreed or agreed that PRIDE taught students new ways to resist drug and alcohol abuse.

WHAT IS PRIDE?

Prevention and Remediation in Drug Education (PRIDE) is the core of District drug- and alcohol-related efforts. It is both a local campus program and a districtwide one. On the campus level the PRIDE committee is the heart of the program. It is headed by an AISD staff member, and often includes a parent coordinator. Many schools supplement this basic team with other committee members, who may include other faculty members, other parents and students. This committee coordinates and carries out various school activities. These relate to the Board policy, adopted in 1986, of awareness, assistance, and prevention of drug and alcohol abuse.

HOW WERE DFSC FUNDS USED FOR PRIDE?

The DFSC grant provided $5,000 for a Speaker's Bureau for the schools. However, AISD staff was able to recruit enough free speakers to form a volunteer group of speakers available to the schools. Therefore, this money was reallocated within the budget.

Drug-Free funds also provided a psychologist in the Office of Student Support Services (OSSS). He provided support group training, lead support groups, provided crisis intervention, and gave presentations to AISD staff.

Materials and substitutes for PRIDE training, and funds for alcohol plays for students were also funded through the DFSC.

HOW MANY CAMPUSES REPORTED PRIDE ACTIVITIES?

Each school PRIDE team plans and implements an annual substance abuse prevention program. All PRIDE coordinators are encouraged to submit outlines of their planned activities. This year, in an

effort to simplify this process, PRIDE checklists were developed by the Office of Research and Evaluation in conjunction with the OSSS. These were divided into categories that were frequently cited in previous plans. Coordinators could also indicate activities that did not fit into any of the categories.

The checklists were sent to all AISD schools and special centers. None of the special centers returned them. Seventy-eight of the 88 schools (89%) returned the checklists. Those schools not returning them were contacted by phone, and six of these gave Pride information. In all, 93% of AISD schools surveys reported PRIDE activities.

Two workshops, one for elementary and one for secondary, were held about PRIDE/SAP. For more information on these see the SAP section of this report.

TO WHAT EXTENT WERE PARENTS INVOLVED?

- Over one third of the campuses (38%) reported a parent on the PRIDE committee. The actual number is probably higher because some schools listed committee members without indicating affiliation. At the elementary PRIDE/SAP workshop 54 schools (82%) sent a parent representative.

- Parent activities were mentioned on most (81%) reports. These included speakers at PTA meetings, DARE graduations, and volunteer projects. Most were simple presentations, and many elementary activities were DARE-related.

WHAT PRIDE ACTIVITIES OCCURRED AT THE SCHOOLS?

PRIDE activities in AISD were varied. Of the schools returning checklists:

- 97% used videos and film,
- 91% distributed drug- or alcohol-related materials,
- 90% used alcohol- or drug-related materials such as the McGruff curriculum instructionally.
- 85% had plays and classroom presentations,
- 85% had students make drug- and alcohol-related materials,

Some activities noted as most useful by two or more schools were:

- VIDEOS: "But They Might Laugh" and "Fast Forward Future."
- PLAYS AND CLASSROOM PRESENTATIONS: "Requiem of Abuse" and "Just One Step" by Plays For Living.
- STUDENT CREATION OF MATERIALS: poster, art, and essay contests.
- DISTRIBUTION OF MATERIALS: Drug-Free pledge cards, various booklets, and "Just Say No" bookmarks.
- ASSEMBLIES: various presentations by APD officers, and the "Stars" multimedia presentation.

Other activities included PRIDE weeks at the campus level to focus attention on drug and alcohol abuse, field trips, panel discussions, and "Celebration for a Drug-Free Texas" on The University of Texas campus.

The Plays for Living presentations, funded through the DFSC, received 11 staff evaluations. The plays were rated on a five point scale with five being very useful. Ten of the eleven gave the plays a rating of four or five. The remaining evaluation left the scale blank.

IS PRIDE CONSIDERED EFFECTIVE?

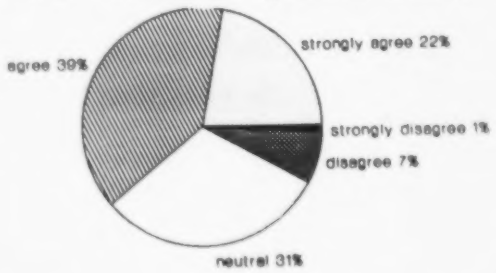
One question on the AISD districtwide employee survey dealt with the campus aspect of PRIDE. As shown in Figure 6:

- The majority (61%) of teachers believed PRIDE taught students new ways to resist drugs and alcohol (8% disagreed with 31% neutral); and
- Elementary teachers tended to be more supportive of PRIDE preventing drug and alcohol abuse than were secondary teachers (with 69% of elementary versus 48% of secondary agreeing).

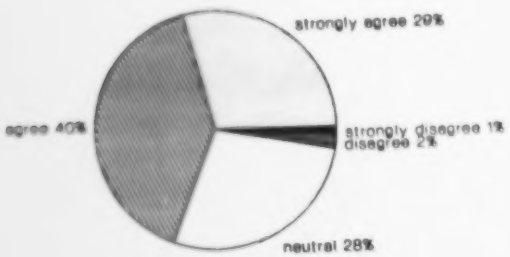
FIGURE 6

TEACHER RESPONSES TO: STUDENTS HAVE LEARNED NEW WAYS TO RESIST DRUGS AND ALCOHOL FROM MY CAMPUS PRIDE PROGRAM

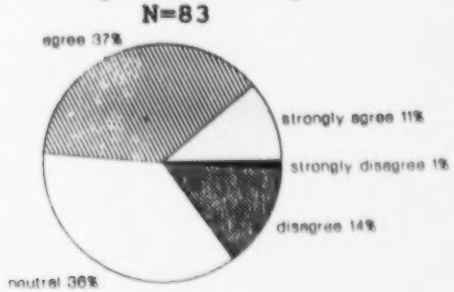
Overall Teacher Opinion N=207



Elementary Teacher Opinion
N=124



Secondary Teacher Opinion
N=83



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DRUG ABUSE RESISTANCE EDUCATION

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SUMMARY OF FINDINGS

1. DARE was implemented as planned. All AISD fifth graders and a few six graders were taught DARE material in 1988-89 planned.

2. DARE was highly regarded by both AISD staff and students. Nearly all staff (91%) indicated that DARE communicated important information about drugs and alcohol; 87% of DARE students surveyed said they were better able to say no to drugs and alcohol after participating in DARE.

WHAT IS DARE?

Drug Abuse Resistance Education (DARE) is a joint educational effort between AISD and the Austin Police Department (APD). The curriculum, designed for fifth and sixth grade students, explains the harmful effects of chemical abuse. In addition, it helps students to recognize and resist the pressures that influence them to experiment with drugs and alcohol. The program also presents opportunities for students to participate in self-esteem enhancing activities. These include role playing and practicing cognitive and behavioral skills that encourage communication, decision-making, and problem solving.

The DARE program depends on a strong commitment by the local police department and close contact with the school district. The Coordinator of Student Affairs acts as liaison between AISD and APD. This person also coordinates the logistics of program implementation.

The DARE curriculum, which was developed and implemented in the Los Angeles Unified School District in 1983-84, consists of seventeen 45- to 60-minute sessions conducted by specially trained police officers. Besides classroom instruction, the officers interact with the students at lunch and on the playground. They also introduce DARE to parents at PTA meetings in the schools where they are teaching.

HOW WERE OFFICERS SELECTED AND TRAINED?

APD selects officers to serve as instructors. In the 1988-89 school year, five officers were added to the two instructors already teaching. The seven DARE officers consisted of three women, one was a minority and four men, two were minorities. The

new officers were sent to Los Angeles for the required 80 hours of training. The program administrator of the DARE program noted that this training was one of the most effective aspects of the DARE program. He said the consistency and sameness of the training brings different personalities together as a team.

WHO WAS SERVED?

Project DARE was implemented as planned in 1988-89. These seven officers were able to serve all 64 of the District elementary schools. Fifth graders received DARE classes, but other elementary grades were visited. DARE officers also visited the F.R. Rice Secondary School campus once a week in the spring semester. During these visits the officers acquaint themselves with the students, and provide age-appropriate lessons on issues in the DARE curriculum. The elementary schools were divided so that one half received the program in the fall, and the remainder in the spring. AISD was the first school district in the state of Texas to implement DARE in all elementary schools. A total of 4,465 fifth grade students received instruction.

HOW WERE DFSC USED FOR DARE?

DFSC funds provided a half-time secretary for the DARE program. She worked at the DARE office on the Read campus in the mornings.

The DFSC grant also pays to train the DARE officers. For more information on this training see "How Were Officers Selected and Trained?" in this section.

Program support is also provided. T-shirts, bumper stickers, pencils, etc. were purchased to promote the program. These were given to people in the private sector to encourage their involvement in and support of the DARE program; some were also given to students.

WHAT WERE THE MOST EFFECTIVE ASPECTS OF DARE?

The officers were interviewed in two group sessions. All were very positive about the DARE program and the relationship between APD and AISD. The officers all agreed that aspects of the DARE program were effective. A uniformed officer as an instructor was cited. They said the students respected the uniform and it helped students learn to trust police officers. Children from the elementary schools have approached other APD officers and asked them if they knew the DARE officers. The program administrator also pointed this out and noted that since one officer was assigned to each school both the school and the officer had a sense of ownership and involvement. The program also provided positive role models for minorities and females showing that minorities and women were effective in positions of authority, and the students could work towards these positions. It also showed the children that it was "cool" to say no to drugs and alcohol. The most effective curriculum units were those with

role play. The students responded well, and it gave them an opportunity to rehearse how they would behave in a negative situation.

WHAT COULD BE CHANGED?

The officers suggested some possible changes to the program. More time for the classes, preferably a full hour, would allow more in-depth discussion. They also would like to have older students available to introduce as positive peer role models in the role modeling lesson. These students may be more available as DARE expands into the junior high/middle schools. The officers also noted that arranging classroom visitations can be difficult. Each classroom teacher gives the officer permission to come to his/her class. One possible solution would be to arrange a period at each school for visitation, and encourage teachers to open their classrooms to the officers.

IS DARE VIEWED AS EFFECTIVE?

AISD Employee Opinion

On the districtwide employee survey, 264 elementary teachers and other campus professionals were asked about the DARE program. There were 235 valid surveys returned, a response rate of 89%. Most respondents were positive about the DARE program, as shown in Figure 7.

FIGURE 7
ELEMENTARY TEACHERS AND OTHER CAMPUS PROFESSIONALS RESPONSES TO: THE DRUG ABUSE RESISTANCE EDUCATION (DARE) CURRICULUM (CHOOSE ALL THAT APPLY).

	Percent Selecting
A. Communicates important information to students about the effects of drug and alcohol.	91%
B. Effectively teaches students skills and strategies for resisting negative peer pressure.	83%
C. Teaches valuable behavioral skills that students can use and teachers can reinforce in any classroom setting.	80%

DARE Student Opinion

A random sample of the spring DARE classes received a DARE student survey. Five classes for each officer were selected, a total of 35 classrooms. One of these was a special education class. This class was dropped from the sample because the students would have been unable to read the survey. Of the 34 classes that did participate, one was a bilingual class with limited English skills. A Spanish translation of the survey was provided for these students. A total of 792 students were selected, 751 surveys were returned, and 714 were valid (90%).

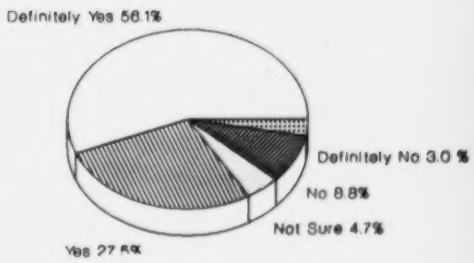
Student opinion of the DARE program was very positive; 85% of the responses to the questions on the survey were yes or definitely yes. Most students indicated that DARE increased their knowledge of drugs and alcohol (See Figure 8).

- The vast majority (87%) said they were better able to say no to drugs and alcohol after taking DARE.
  DARE also helped 89% of the students to say no to friends or other people who asked them to do something wrong.

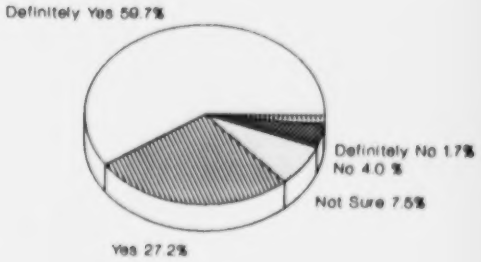
FIGURE 8

STUDENT RESPONSES TO:

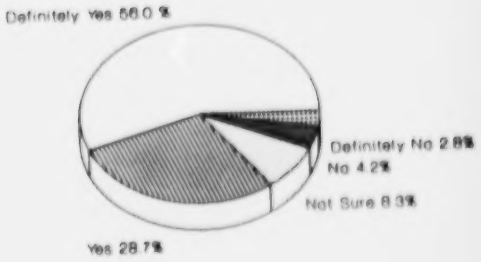
1. HAVE YOU LEARNED MORE ABOUT THE HARMFUL EFFECTS OF DRUGS AND ALCOHOL THAN BEFORE YOU TOOK DARE? (N=708)



2. ARE YOU BETTER ABLE NOW TO SAY "NO" TO DRUGS AND ALCOHOL THAN BEFORE YOU TOOK DARE? (N=709)



3. ARE YOU BETTER ABLE NOW TO SAY "NO" TO FRIENDS OR OTHER PEOPLE WHO ASK YOU TO DO SOMETHING YOU THINK IS WRONG THAN BEFORE YOU TOOK DARE? (N=711)

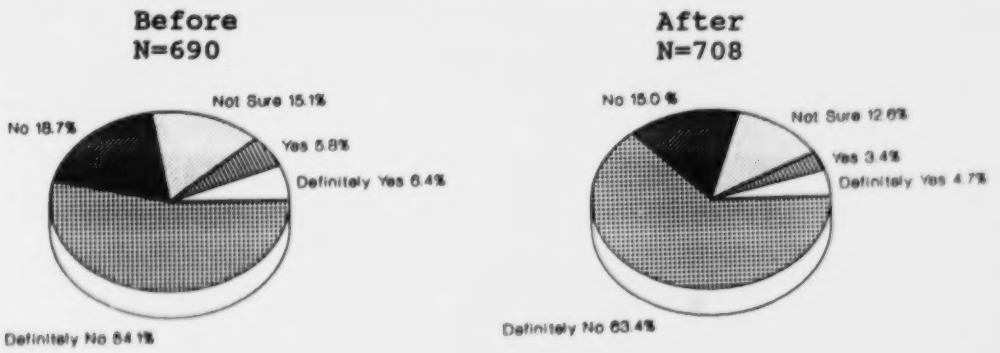


DARE classes also decreased the percentage of students who thought they would ever use drugs or alcohol. Before taking DARE, 27% of the students were not sure or thought they might use them. After DARE, 21% thought they might use drugs or alcohol. All responses to these questions are shown in Figure 9.

FIGURE 9

STUDENT RESPONSES TO:

1. **BEFORE YOU TOOK DARE, DID YOU THINK YOU WOULD EVER USE DRUGS OR ALCOHOL? ("BEFORE")**
2. **SINCE YOU HAVE TAKEN DARE DO YOU THINK YOU WILL EVER USE DRUGS OR ALCOHOL? ("AFTER")**



DOES DARE INSTRUCTION HAVE AN EFFECT ON THE ACADEMIC PERFORMANCE OF STUDENTS WHO PARTICIPATE?

In 1987-88, a database was formed consisting of students who participated in DARE instruction and a comparable group of students from the same attendance area. These groups will be compared annually to see if the groups differ in absenteeism and achievement scores. This is the first year these comparisons have been made. It does not appear at this point that the two groups differ. Achievement results, as shown in Figure 10, are similar in most cases. Attendance was also virtually the same for the two groups. Fall attendance for the DARE group was 95.1% for the comparison groups it was 95.4%. Spring, attendance for the DARE group was 93.6% compared to 93.3% for the comparison group. Discipline incidences were also similar. In the DARE group, 8.2% were involved in discipline incidents, while 7.8% of the comparison group had a discipline referral.

FIGURE 10

COMPARISON OF 1987-88 DARE AND COMPARISON GROUP FROM SAME ATTENDANCE AREA

	Student grade 5		6		7	
ITBS/TAP Median Percentiles	DARE	Non-DARE	DARE	Non-DARE	DARE	Non-DARE
Reading Comprehension	35	34	42	44	34	49
ROSE GE Gain	*	*	-	-	-	-
Mathematics Comprehension	26	28	44	46	30	47
ROSE GE Gain	*	*	=	-	-	+
Composite Score	35	32	43	46	31	51

ROSE: Report on School Effectiveness GE: Grade Equivalent
*: Number of students is too small for analysis
+: Exceeded predicted score
=: Achieved predicted score
-: Below predicted score

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STUDENT ASSISTANCE PROGRAM/COUNSELOR TRAINING AND SUPPORT GROUPS

****

SUMMARY OF FINDINGS

1. Six AISD schools received SAP Core Team training in 1988-89 in previous years 46 schools were trained.

2. Two workshops related to SAP plus a two-day training session were held. All received high ratings from participants.

3. The SAP administrator indicated that stipends, substitutes, and other incentives as well as model programs, are needed to keep the SAP program functioning.

4. Staff opinions of SAP varied. Between 22% and 70% of three staff groups responding to two questions dealing with SAP on districtwide surveys were unfamiliar with the process. Those familiar with SAP had mixed opinions of the percentage of students benefiting from the SAP referral process.

WHAT ARE SAP AND COUNSELOR TRAINING?

The Student Assistance Program (SAP) is a referral process designed to enhance the ability of classroom teachers to recognize students "at risk" of involvement with drugs and alcohol or other adjustment problems and to provide a systematic procedure of referring them to internal and external resources for help and support.

Participation in the program is voluntary and each school decides whether or not to participate. Principals at participating schools designate representatives to form a school core team from their schools to attend a two-day training workshop. It focuses on student problems and procedures for assisting students. The trained representative familiarizes all school staff members with the purpose and function of the team and with the forms and procedures of the referral process.

SAP focuses on students with substance abuse problems and any other serious adjustment problem. SAP includes students that are displaying negative school behaviors that may be symptoms of a larger problem like alcohol or drug abuse. SAP attempts both to identify the student and to provide necessary action, referrals, and support to maintain change. (Some students also refer themselves to SAP.)

Counselor training provides support group training, staff development, and crisis intervention through the OSSS. Seventeen

AISD staff who worked with the intern returned evaluations on his performance; all were extremely positive about services provided. A support group training workshop was provide by the consultant and the Faulkner Center.

TO WHAT EXTENT WAS THE SAP PROGRAM ACTIVE IN AISD?

According to the SAP program administrator, this year there were not as many active SAP support groups as in the past. The program has been difficult to maintain because those involved receive no compensation and are likely to "burn out." In the past 46 AISD schools received SAP training in order to implement the SAP program at their schools.

This year training, dissemination of information, and seeking funds to try model programs was stressed over starting or maintaining groups. Six AISD schools Austin, Bowie, L.B.J., and Travis High Schools, Mendez Middle School, and Ortega Elementary School had active SAP support groups. In addition, six elementary schools received training in February and will attempt to start the program early in the 1989-90 school year. The OSSS also secured grants to begin two model SAP programs in AISD schools in the 1989-90 school year.

Elementary Workshop

The District held an elementary PRIDE/SAP workshop in October. Sessions related to SAP included:

- A panel discussion on effective PRIDE/SAP schools,
- A presentation on SAP by Charter Lane Hospital, and
- A Student Support Groups Workshop.

All elementary schools sent at least one person, with a total of 173 people attending. The Office of Student Support Services developed an evaluation form for the conference. An average of 61 responses were received for sessions attended by everyone, a response rate of 35%, and an average of 22 responses were received for sessions selected by participants. The instrument asked for respondents to indicate on a five point scale (one being not useful and five being very useful) their opinions of the workshop. In general those returning surveys were positive about the experience.

- The average rating for the conference as a whole was 4.15.
- The support groups presentation received an average rating of 4.70.
- The PRIDE/SAP panel discussion average was 3.79.
- The presentation on SAP presented by Charter Lane Hospital was not rated.

Secondary Workshop

The District also held a PRIDE/SAP Workshop for secondary schools at Charter Lane Hospital. Sessions offered were similar to those for elementary schools, as were the evaluation forms developed by The Office of Student Support Services. All AISD secondary schools sent at least one representative, with 74 people attending. Overall, an average of 39 evaluations were received from whole conference sessions, a response rate of 53%, an average of 14 for sessions selected by participants. Responses to the secondary conference were also positive.

- The conference as a whole received an average rating of 4.16.
- The panel discussion on effective PRIDE/SAP schools received a 4.10 average rating.
- The average rating of the support groups session was 4.41.
- The Charter Lane presentation on SAP received an average rating of 3.51.

Two-day Training Session

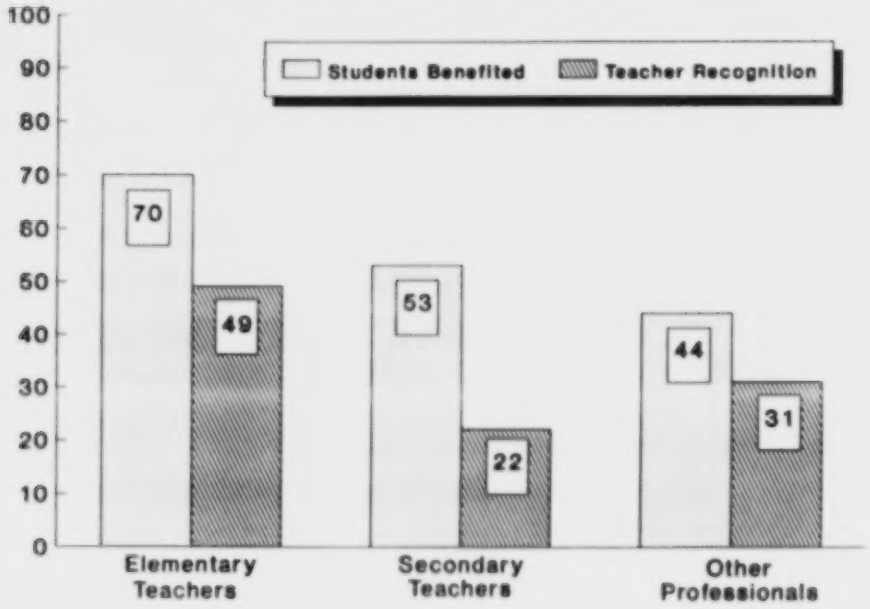
The two-day training session was held in February. The sessions included information about SAP and student problems. Participants were given strategies for developing an effective SAP program on their campuses. Sessions were held on topics related to SAP such as support groups, family systems, and how to identify a distressed student. Over the two days there were 11 sessions. An average of 25 evaluations were completed for each session. These survey forms were also developed by The Office of Student Support Services. All sessions received ratings of somewhat to very useful (with 51% of respondents giving the highest rating.)

OPINIONS ABOUT THE SAP PROGRAM

Two questions on the districtwide employee surveys dealt with the SAP program. One asked respondents to rate SAP's ability to enhance teacher's ability to recognize students "at risk" (teacher recognition in Figure 11). The other asked staff to indicate the percentage of students they believed benefited by a referral to the SAP program (students benefited in Figure 11). One major finding is that large percentages of school personnel remain unfamiliar with the SAP process, as shown in Figure 11. Second, among those who are familiar with the process, opinions vary considerably on the percentage of students who benefit from referrals.

FIGURE 11

AISD STAFF UNFAMILIAR WITH THE SAP PROCESS

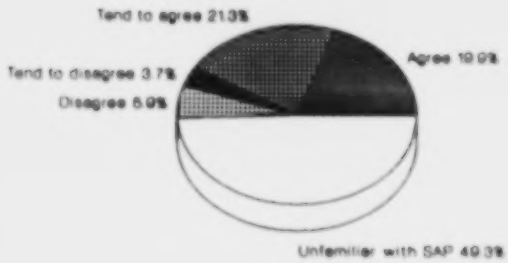


Overall half of those surveyed (50%) agreed that SAP enhanced teacher's ability to identify students "at risk." However, 36% of those surveyed were unfamiliar with the SAP process. All responses are reported in Figure 12.

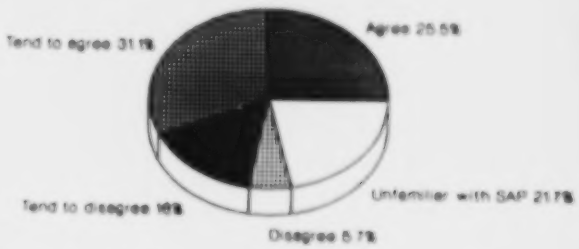
FIGURE 12

AISD STAFF RESPONSES TO: MY CAMPUS STUDENT ASSISTANCE PROGRAM ENHANCES THE ABILITY OF TEACHERS TO RECOGNIZE STUDENTS "AT RISK" OF INVOLVEMENT WITH DRUGS AND ALCOHOL OR OTHER ADJUSTMENT PROBLEMS

Elementary Teachers
N=69



Secondary Teachers
N=83



Other Professionals/Administrators
N=52

If these answers are adjusted to remove those unfamiliar with the process, the SAP program is seen as quite effective. Two thirds (77%)of elementary teachers, 73% of secondary teachers, and 79% of other campus professionals/administrators tending to agree or agreeing that SAP increased teacher's ability to recognize students "at risk." Figure 13 shows the breakdown of responses with those unfamiliar with the process excluded.

FIGURE 13

AISD STAFF RESPONSES TO: MY CAMPUS STUDENT ASSISTANCE PROGRAM ENHANCES THE ABILITY OF TEACHERS TO RECOGNIZE STUDENTS "AT RISK" OF INVOLVEMENT WITH DRUGS AND ALCOHOL OR OTHER ADJUSTMENT PROBLEMS

Responses excluding those saying "I am unfamiliar with SAP."

Category	Elementary Teachers (N=69)	Secondary Teachers (N=83)	Other Professionals/ Administrators (N=52)
Agree	39%	33%	33%
Tend to Agree	42%	40%	46%
Tend to Disagree	7%	20%	12%
Disagree	12%	7%	10%

AISD staff were asked to indicate how many of the students referred to the SAP program benefited. Over half of elementary and secondary teachers (70% and 53% respectively) were unfamiliar with the SAP process as were four out of ten (44%) of other campus professionals/administrators.

If responses are adjusted to remove those unfamiliar with the process, opinions on the percentage of students who benefit are quite varied, as summarized in Figure 14.

- 18-36% of the three groups saw SAP as benefiting most (80-100%) of the students referred;
- 28-40% believed SAP benefited a moderate percentage (30-70%) of those referred;
- 36-51% believed SAP benefited none or a small percentage of those referred.

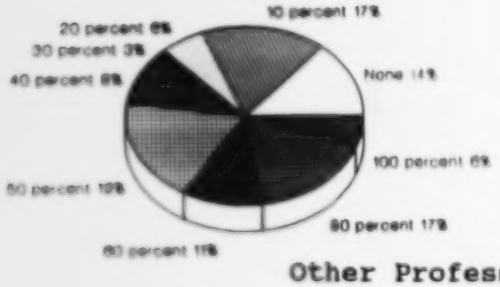
FIGURE 14

AISD STAFF RESPONSES TO: WHAT PERCENTAGE OF STUDENTS REVIEWED BY THE CAMPUS STUDENT ASSISTANCE PROGRAM DO YOU FEEL BENEFITED FROM THE PROCESS?

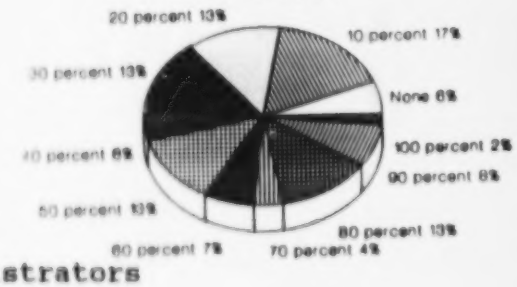
	"Low" 0-20%	"Medium" 30-70%	"High" 80-100%
Elementary Teachers	37%	40%	23%
Secondary Teachers	36%	28%	36%
Other Professionals/ Administrators	51%	31%	18%

Responses excluding those saying "I am unfamiliar with SAP."

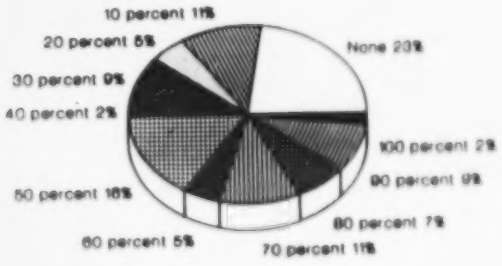
Elementary Teachers
N=120



Secondary Teachers
N=103



Other Professionals/Administrators
N=78



Those most familiar with the program (other professionals and administrators) view it as less effective than teachers.

- One out of four (23%) of other professionals felt that none of the students referred to SAP benefited from the program, compared 14% of elementary teachers and 8% of secondary teachers.

- Half of the other professionals and administrators felt 20% or fewer of the students referred were benefited compared to 37% and 36% of elementary and secondary teachers.

It could be that the "other professionals" have more experience with the program and have a more accurate opinion. This also could be an indication of "burn out." "Other professionals" are more likely to be in charge of the campus program and may have become disillusioned with it.

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PEER ASSISTANCE AND LEADERSHIP

****

SUMMARY OF FINDINGS

1. In 1988-89, 297 PAL students served 1,184 counselees in 11 elementary schools, 12 middle/junior high schools, and 10 high schools.

2. PAL classes were offered for the first time at the middle/junior high school level.

3. On the districtwide surveys in 1988-89, 94% of the students, 68% of the administrators, 45% of the secondary teachers, and 22% of the elementary students agreed that PAL was an effective way to help students avoid problems with drugs and alcohol.

4. In 1988-89, AISD cosponsored the second annual Peer Assistance Network of Texas (PAN-Texas) conference. Sessions were highly rated by participants.

WHAT IS PAL?

Peer Assistance and Leadership (PAL) is a peer-helping program. The program is directed at training selected eighth, eleventh, and twelfth grade students to function as peer helpers to other students. Training consists of a PAL course and an additional 20 hours of training beyond the classroom training. The PAL course teaches self-awareness, group dynamics, communication skills, helping strategies, problem-solving, decision-making, tutoring skills, substance abuse prevention, knowledge of community resources, and conflict resolution. Before PAL students (PALs) begin helping other students they must complete 30 days of initial in-class training. Outside training, provided either voluntarily or through a contract with the PAL coordinator, is given by social workers, psychologists, law enforcement agencies, dispute resolution center personnel, and alcohol and drug abuse specialists. Once trained the PALs may work with younger students from their own campuses or from feeder middle/junior high or elementary schools.

WHAT PAL TRAINING WAS RELATED TO ALCOHOL AND DRUG ABUSE?

Each campus is responsible for arranging its own outside training. In 1988-89, outside training specifically related to drugs and alcohol included presentations by Charter Lane Hospital, the Faulkner Center, the Austin Child Guidance Center, and the Greater Austin Council on Alcohol and Drug Abuse.

Sessions on the topic were also held at the AISD PAL Symposium and at the PAL retreat on MO Ranch. In addition, Somethin' Real, a dance troupe of recovered alcoholics performed at several campuses. Topics not specifically on drug and alcohol use but related to it included S.O.F.T.E.N. and The Listening Tree, two programs designed to enhance communication skills. Presentations on stress management and building support groups were also offered. Types of training provided were taken from PAL monthly reports. There were 49 different outside speakers used by the schools. Some spoke more than once at different schools. Of these 49, six (12%) spoke specifically on drug and alcohol abuse, while others addressed more broadly related topics.

HOW WERE DFSC FUNDS USED FOR PAL?

DFSC funds in the amount of $15,250 were budgeted for PAL, with funds used for:

- Consulting with Austin Child Guidance Center for training ($7,840)
- Registration fees for the PAN-TEXAS conference.
- An additional $1,171 was budgeted for transportation of high school students to feeder schools for PAL meetings with students.

Some of the 1988-89 funds will be used in the fall of the 1989-90 school year. These funds will be used as follows:

- Stipends to PAL trainers through the Austin Child Guidance Center ($2,034),
- A part-time supervisor ($1,350),
- Reproduction, consultants, supplies, transportation, and program support ($3,750).

WHO RECEIVED PAL TRAINING AND SERVICES?

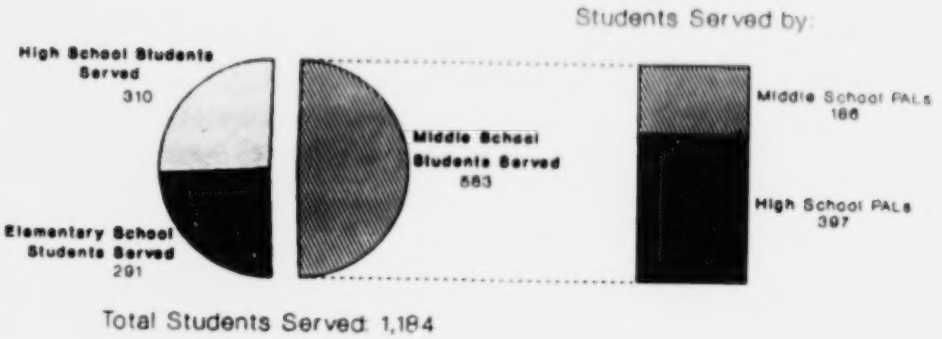
In the 1988-89 school year, 10 high schools participated in the PAL program. In the fall, 1988, semester 198 students were registered in these classes. Spring, 1989, classes had an enrollment of 241 students. These students served 998 other students. Of those students helped:

- 310 (31%) were in elementary school,
- 397 (40%) were in junior high/middle school, and
- 291 (29%) were in high school.

PAL classes were offered for the first time at the junior high/middle school level in 1988-89. In fall, 1988, 46 eighth grade students at five campuses received training. In the spring, 1989 53 PALs received training. These PAL students served 186 other students. The junior high/ middle school PALs served students only at their home schools. Figure 15 shows the level breakdown of all students served by senior and middle/junior high school students.

FIGURE 15

STUDENTS SERVED BY PAL BY SCHOOL LEVEL
(UNDUPLICATED COUNT)



Students received PAL counseling related to drug or alcohol abuse 1,155 times this year. This is a duplicated count. PAL high school monthly reports show that, on the average, overall contact dealing with drug and alcohol abuse accounted for 36% of the PAL services for schools reporting this type of counseling. These reports also show that from 0-90% of the students served each month by each school had personal or family problems with drug or alcohol abuse

FIGURE 16

SCHOOLS RECEIVING PAL SERVICES*
1988-89

Elementary	Junior High/Middle	High School
Allan	Bedicheck	Austin
Andrews	Burnet	Bowie
Brooke	Dobie	Crockett
Galindo	Fulmore	Johnson (LBJ)
Govalle	Kealing	Johnston
Gullett	Lamar	Lanier
Houston	Martin	McCallum
Manchaca	Mendez	Reagan
Metz	Murchison	Robbins
St. Elmo	O. Henry	Travis
Zavala	Pearce	
	Robbins	

*PALs also served at the St. John's Special Teen Pregnancy Center

The total enrollment figures represent further growth in the PAL program. Enrollment has increased in the past four years. Last year, there was an enrollment of 161 PALs serving 999 counselees. This year's spring enrollment of 294 reflects an 83% increase in enrollment, with the new middle school/junior high school PALs. If only high school enrollment is considered, there is a 50% increase. Enrollment at each school in the spring PAL program is shown in Figure 17

FIGURE 17

SCHOOLS WITH PAL TRAINING AND NUMBER OF STUDENTS ENROLLED SPRING, 1989

Junior High/ Middle School	#	High School	#
Bedicheck	7	Austin	39
Dobie	13	Bowie	33
Kealing	6	Crockett	22
Mendez	9	Johnson (LBJ)	18
Murchison	7	Johnston	37
Pearce	11	Lanier	19
		McCallum	25
		Reagan	18
		Robbins	9
		Travis	21
TOTAL	53		241

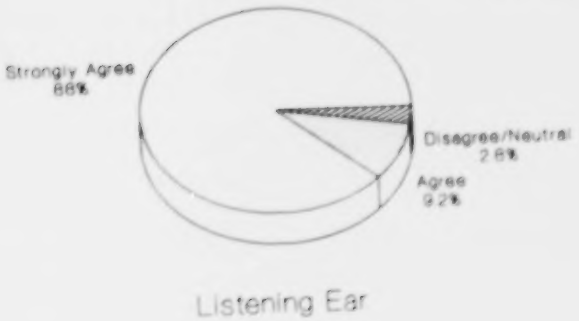
STUDENT OPINIONS OF THE PAL PROGRAM

Several questions relating to PAL were asked on the districtwide surveys. Student opinion of PAL was positive. Almost all (94%) of students returning valid surveys (N=141) agreed that PAL was an effective way for older students to help younger students avoid problems with drugs or alcohol. Students also rated PAL highly as a way for older students to provide younger students with a listening ear (97%), help with academic problems (92%), and prevent dropouts (95%). (See Figure 18.)

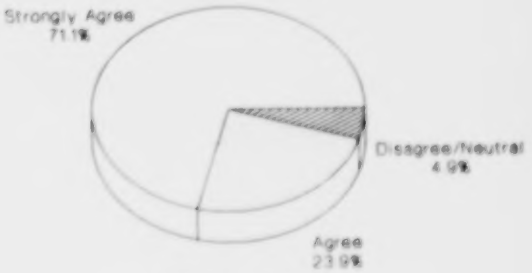
FIGURE 18

STUDENT RESPONSES TO: THE PEER ASSISTANCE AND LEADERSHIP PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO:

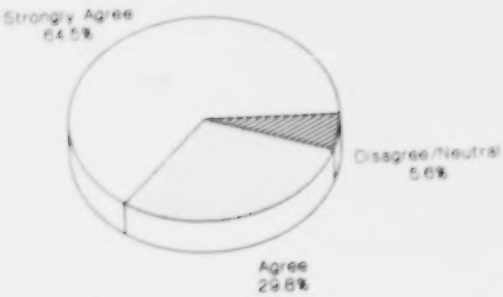
- **PROVIDE A LISTENING EAR FOR STUDENTS.**
- **TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.**
- **HELP YOUNGER STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.**
- **HELP YOUNGER STUDENTS WITH ACADEMIC PROBLEMS.**



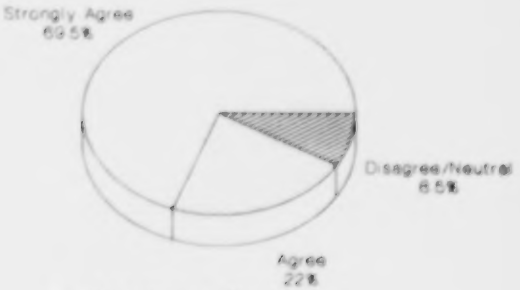
Listening Ear



Preventing Dropouts



Drugs and Alcohol



Academic Problems

Administrators and teachers were also generally positive about PAL, although less so than students; 68% of administrators (N=25), 45% of secondary teachers (N=100) and 22% of elementary teachers (N=17) agreed that PAL was effective in helping students avoid problems with drug and alcohol abuse. Other aspects of the program were also regarded positively. However, elementary teacher opinion of PAL in preventing drug and alcohol abuse declined significantly from 1987-88 to 1988-89 (see Figure 19).

FIGURE 19

PAL QUESTIONS DISTRICTWIDE SURVEY RESULTS
1987-88* TO 1988-89 COMPARISON**

	% Strongly Agreeing or Agreeing							
	Administrators		Teachers				Students	
			Elementary		Secondary			
	87-88	88-89	87-88	88-89	87-88	88-89	87-88	88-89
HELP STUDENTS WITH ACADEMIC PROBLEMS AND ATTENDANCE.	73	84	31	57	55	46	95	92
HELP STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.	74	68	46	22	49	45	93	94
WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.	79	88	58	76	56	53	99	95

* N for 1987-88 survey varied from 53-55 for administrators, from 38-40 for elementary teachers, from 114 to 115 for secondary teachers, and from 85-91 for students.

** N for 1988-89 survey varied from 28 -31 for administrators, from 17 to 21 for elementary teachers, from 100 to 103 for secondary teachers, and from 100 to 101 for students.

The AISD PAL program co-sponsored the second annual PAN-TEXAS conference. For further information on the conference see "Summer Activities" section. Further information on the PAL program can be found in "Chapter 2 Formula 1988-89 Evaluation," ORE Publication number 88.31.

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SUMMER ACTIVITIES

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THE PAN-TEXAS CONFERENCE

The AISD PAL Program co-sponsored the second annual PAN-Texas conference with The Texas Commission on Alcohol and Drug Abuse, The University of Texas Learning Abilities Center, and The Workers Assistance Program of Texas. Each of the approximately 500 participants could attend three of the 34 workshops offered overall. Topics were directed at both adult and peer helpers. PAN-TEXAS developed an evaluation survey for those attending the conference. There were 258 valid returns. The vast majority (95-100%) were positive about all aspects of the conference. (See Figure 20.)

Figure 20

OPINIONS OF THE 1988-89 PAN-TEXAS CONFERENCE

	% Responding Definitely Yes/ Yes	% Responding Not Sure	% Responding No/Definitely No
1. THE ORGANIZATION OF THIS CONFERENCE WAS GOOD.	100	0	0
2. THE IDEAS AND ACTIVITIES PRESENTED WILL BE USEFUL TO ME.	98	2	0
3. I AM MORE MOTIVATED AND MORE KNOWLEDGEABLE ABOUT PEER HELPING THAN I WAS.	95	5	1
4. OVERALL, I CONSIDER THIS CONFERENCE TO HAVE BEEN VALUABLE.	99	1	0

Number responding ranged from 253-256.

Workshops focused on issues related to peer helping. There were several on topics related to drug and alcohol abuse, including positive thinking, communication skills, and decision making. One workshop focused specifically on drug and alcohol issues. Thirty-six of those surveyed indicated that they had attended this session. The workshops were rated on a scale of one to ten with ten being excellent. All workshops received high ratings. The average rating of the workshop on drug and alcohol was 8.6.

DARE

AISD's DARE program will expand into the junior high/middle schools in 1988-89. The four new officers needed for this effort will be trained during the summer.

SECONDARY EDUCATION

A curriculum-writing team will adapt TEA's new "Education for Self-Responsibility II" curriculum. Eight secondary counselors will work for up to 50 hours each on this project.

AISD will send 10 secondary counselors to the "Special People: Special Issues" conference. It is sponsored by the Texas Commission on Alcohol and Drug Abuse and will be held at The University of Texas campus.

Teams of one adult sponsor and up to four students from campuses will attend the "Turn of the Tide" conference sponsored by The Texans' War on Drugs. It will be held at Texas Christian University, Fort Worth.

AISD will send counselors to "Students of Alcoholic Families," a workshop sponsored by Region XIII at Reagan High School.

The District will contract with the Dispute Resolution Center to hold a workshop for AIP, TAP, and PEAK teachers and WINGS intervention specialists. The workshop is entitled, "Conflict Resolution Techniques for Dealing with At-Risk Students."

THE OFFICE OF STUDENT SUPPORT SERVICES

This office will coordinate purchase of drug-free schools library resources for checkout by all AISD campuses.

As an alternative to using outside consultants, OSSS organized summer work groups of experienced AISD counselors to develop staff training materials for presentations during 1989-90. Topics included support group curricula, grief-loss counseling, campus crisis teams PRIDE activities and youth against drugs activities.

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EFFECTIVENESS OF AISD IN FIGHTING DRUG AND ALCOHOL ABUSE

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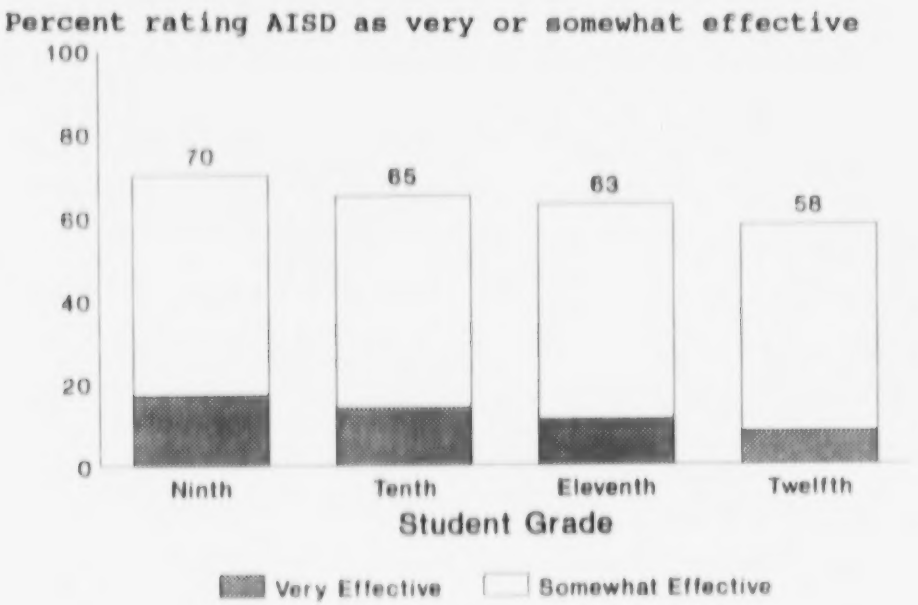
The AISD districtwide surveys also asked both students and employees to indicate their opinion of AISD's efforts in fighting drug and alcohol abuse. Of those students expressing an opinion, 65% indicated that the District had been somewhat or very effective in its efforts. Student opinion on effectiveness tended to decrease with higher grades as shown in Figure 21. This could be related to the prevalence of alcohol at these grades.

FIGURE 21

1988-89 HIGH SCHOOL STUDENT RESPONSES TO: HOW EFFECTIVE HAS AISD BEEN IN FIGHTING DRUG AND ALCOHOL ABUSE?

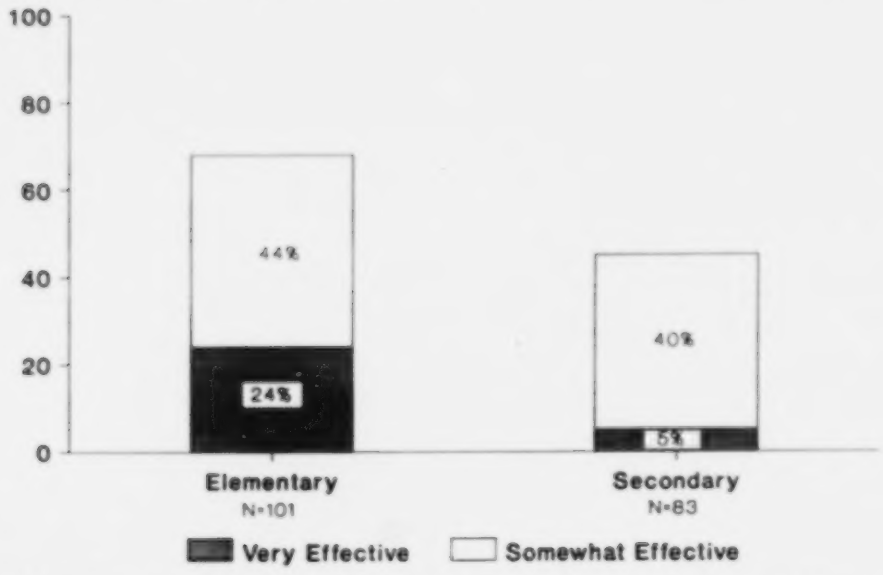


The majority of teachers expressing an opinion (N=184) agreed (59%) that the District had been somewhat or very effective in its efforts towards drug and alcohol abuse, as shown in Figure 22. More elementary teachers indicated that AISD was effective than secondary teachers.

FIGURE 22

1988-89 AISD TEACHER OPINION TO: HOW EFFECTIVE HAS AISD BEEN IN FIGHTING DRUG AND ALCOHOL ABUSE?

Percent rating AISD as very or somewhat effective



Thus, while some view efforts as effective, there appears to be room for improvement in the eyes of both students and teachers.

AISD administrators in charge of drug- or alcohol-related programs were interviewed about their respective programs and their impression of AISD's efforts in general. All were positive about the District's efforts. Most noted that there needed to be more organization in the implementation of the grant. The funds are divided among many AISD offices which makes organization between programs cumbersome. A more tightly organized central structure might help implementation.

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